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ABSTRACT

New approaches in the junior high social studies classroom are provided in this curriculum guide framework. Emphasis is upon the use of activities to help students become informed citizens, understand and have empathy for others, and organize and analyze knowledge. Interdisciplinary social studies are organized around substantive and methodological concepts. For grade 7 the major concepts are self, culture, environment, and communication; for grade 8, change, conflict, communication, self, rights, and institutions; and for grade 9, understanding self, relationship to others, self image and character, modes of behavior, modes of communication, future goals, adolescent problems, respect, values, and standards. Each grade level section includes a framework page; a concept and skills page; unit planning sheets that stress behavioral objectives for three selected concepts; and a multi-media book list. (SJM)

ED 066412

JR. HIGH SOCIAL STUDIES GUIDE

1971-72

SO 004 448

ANCHORAGE BOROUGH SCHOOL DISTRICT

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JUNIOR HIGH SCHOOL

SOCIAL STUDIES PROGRAM

CURRICULUM GUIDE – 1971-72

ANCHORAGE BOROUGH SCHOOL DISTRICT
670 West Fireweed Lane
Anchorage, Alaska 99503

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Publications Office
August - 1971

PHILOSOPHY

We are faced with an explosion of knowledge, some experts estimating that our accumulation of information doubles every ten years. This trend is likely not only to continue but to accelerate.

Therefore, we recognize the futility of continuing to try to "cover" a subject and the necessity of giving thought to selecting those bodies of knowledge which justify the expense of time and effort, and, more important, to assist students in their efforts to acquire tools and processes by which they can deal with knowledge on their own.

We believe also that the function of a social studies program is to lead an individual to a greater understanding of himself and his fellow human beings.

In the light of this philosophy, we consider these to be our **general objectives:**

To assist the student in becoming an informed individual.

To develop an analytical student.

To encourage compassion and empathy.

During the past year the junior high social studies department chairmen met frequently in workshop sessions. A skeleton curriculum guide was put together by this group. This past summer the writing committee expanded this outline. The committee feels the resulting document will be an aid to some new approaches in the junior high social studies classrooms.

Our ultimate goal has been to benefit the individual student. We are sincere in our attempt to aid the teacher as well as the student. However we do not intend this to be a syllabus. We feel this publication can be developed more fully with the classroom teachers' input. If you have questions about interpretation please discuss them with your department chairman or contact any committee member. When you have suggestions concerning additions or deletions, please make note of this or tell your department chairman. In the spring we will have a feed-back session with your input evaluating this curriculum guide.

The following explanation might aid you in interpreting this guide:

The entire guide is built around the idea of teaching CONCEPTS through student involvement. We have defined CONCEPTS as well as BEHAVIORAL OBJECTIVES. Each grade level includes a page titled FRAMEWORK. Here are listed the CONCEPTS to be developed in that grade. When the QUESTIONS in the following column are answered, the CONCEPTS should be clear to the student. The TOOLS column lists the subject matter areas that can be used to answer the preceding QUESTIONS. The SKILLS column indicates skills which should be developed during the process of employing the TOOLS used to answer the QUESTIONS to develop understanding of the CONCEPTS.

Following the FRAMEWORK page is a list of the same CONCEPTS listed on the FRAMEWORK page. Here are listed some ideas to further develop the understanding of the CONCEPTS. These lists are not intended to be conclusive.

The SKILLS page simply articulates the desirable SKILLS to be developed at that grade level.

Following the SKILLS page are 3 Unit Planning Sheets. The committee has selected 3 CONCEPTS and has worked these pages out as guides to help teachers develop their own Planning Sheets. The committee feels the listing of BEHAVIORAL OBJECTIVES is one of the best ways to plan for the teaching of CONCEPTS.

The BOOK LISTS following the Unit Planning Sheets are not conclusive. We would appreciate your input here, also.

Our thanks goes to the Anchorage Borough School District; to Lucille Frey, Social Studies Consultant and the following department chairmen: Tom Kretzinger, Central; Andy Kirk, Chugiak; Betty Hanson, Clark; and Anne Gaffney, Mears.

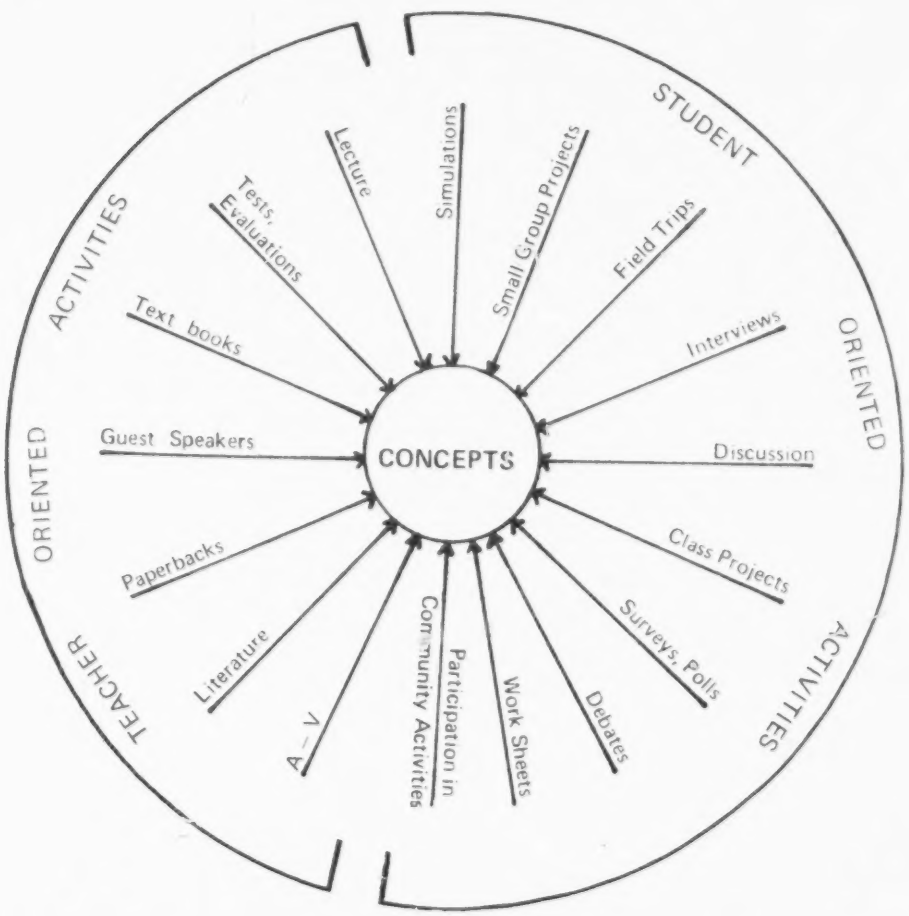
The Committee:
Carolyn Hecox, Romig, Chairman
Connie Bensler, Hanshew
Gordon Kler, Wendler

APPROACH

To lend some structure to our selection of data for consideration in the social studies, we have chosen to use the conceptual approach. This enables us to establish some priorities of relevance and subject matter can be chosen on the basis of how well it conveys the concepts which seem important enough to teach at a given level.

Student involvement stimulates relevance. An activity approach involves students.

POSSIBLE ACTIVITIES TO TEACH A CONCEPT:



The illustration above re-emphasizes our belief that the purpose of instruction is to help the individual "actively organize his own knowledge, rather than passively store the inferences and sets of data put together by someone else." ("the CALIFORNIA SOCIAL SCIENCES EDUCATION FRAMEWORK)

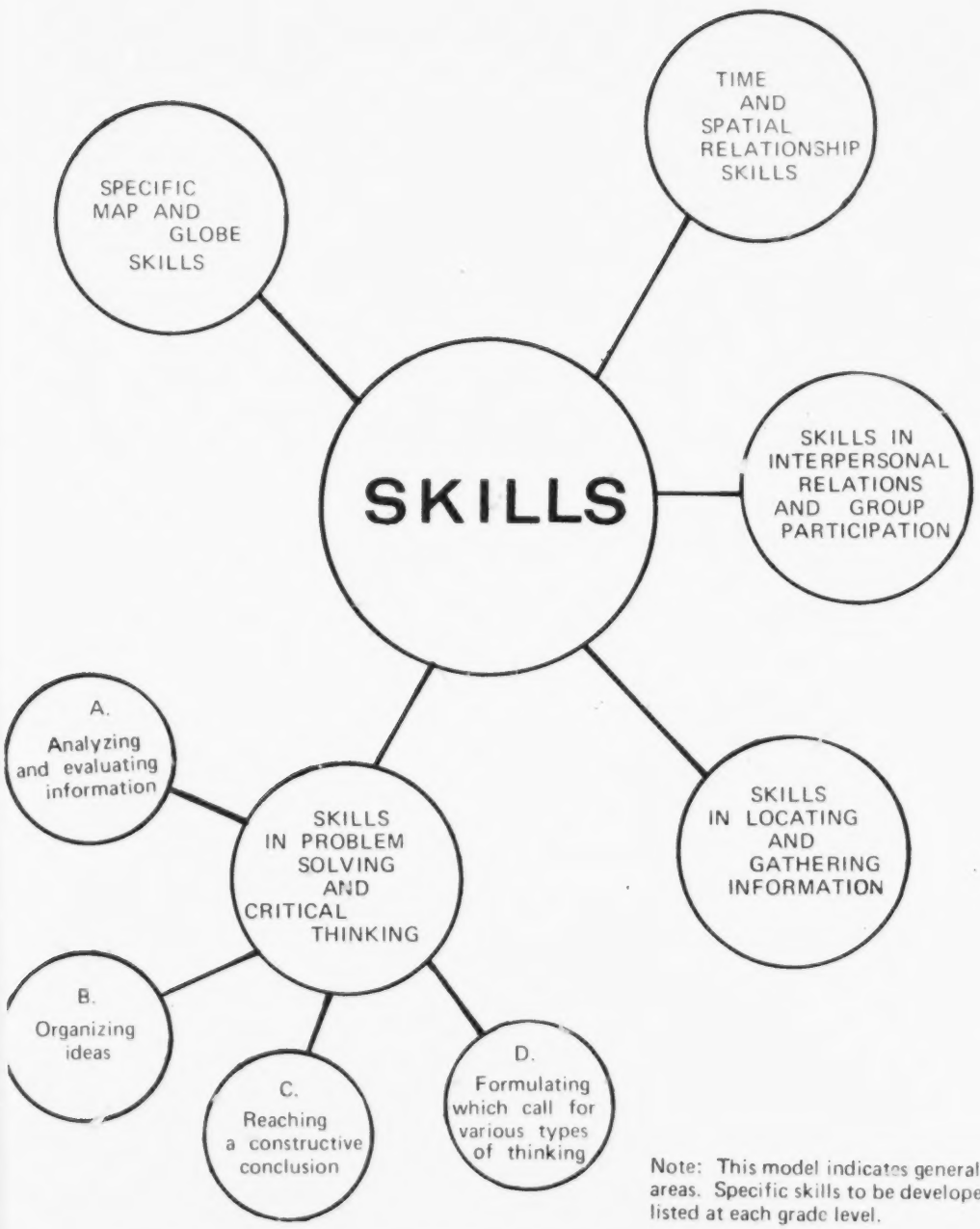
CONCEPT

"A concept is an abstract idea, usually expressed in a word or phrase, which organizes or classifies phenomena according to common characteristics. A concept therefore becomes a tool for use in studying human behavior. There are two major types of concepts. The first type, substantive concepts, deal with the content of the discipline (s). Examples are: change, scarcity, power, culture, institution, environment, nationalism, westward movement, etc. The second type, methodological concepts, deal with the process, procedures, and skills which are included in a particular discipline. Examples are: proof, frame of reference, openness, observation, objectivity, skepticism, interpretation, evidence, etc." Price, Roy A., et. al., MAJOR CONCEPTS FOR THE SOCIAL STUDIES, Curriculum Center, Syracuse University, 1965.

Social Studies in the Anchorage Borough School District should be an inter- disciplinary approach including the following disciplines:

1.	Anthropology	=	man and his relationship to culture
2.	Economics	=	man and his relationship to supply and demand
3.	Ecology	=	man and his relationship to environment
4.	Geography	=	man and his relationship to the physical world
5.	History	=	man and his relationship to the past
6.	Political Science	=	man and his relationship to government
7.	Psychology	=	man and his relationship to himself
8.	Sociology	=	man and his relationship to society

Learning in the junior high school should be an integrated social studies approach drawing from all disciplines rather than teaching within a specific discipline. Learning should be a system of investigation. This system should include an understanding of key concepts, generalizations and themes; competence in using methods of inquiry; basic skills needed for understanding the system. Thus the curriculum is organized around concepts and key questions.


SKILLS
SPECIFIC MAP AND GLOBE SKILLS
TIME AND SPATIAL RELATIONSHIP SKILLS
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION
SKILLS IN LOCATING AND GATHERING INFORMATION
SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING
A. Analyzing and evaluating information
B. Organizing ideas
C. Reaching a constructive conclusion
D. Formulating which call for various types of thinking

Note: This model indicates general skill areas. Specific skills to be developed are listed at each grade level.

BEHAVIORAL OBJECTIVES:

A behavioral objective is a specific and observable student behavior which is performed in such a way as to be measurable. A behavioral objective, therefore, specifies what a student will be able to do so that a teacher can measure learning achievement. Some examples of behavioral objectives are:

1. The student should list, in writing, three ways in which man has changed his physical environment.

2. The student should be able, in writing, to distinguish between conformity and dissent based on the use of selected materials.

UNIT PLANNING SHEET

CONCEPT:

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS

GRADE 7

FRAMEWORK

CONCEPTS

SKILLS

UNIT PLANNING SHEETS

BOOKLISTS

GRADE 7 FRAMEWORK

CONCEPTS	QUESTIONS	TOOLS	SKILLS
Self Culture Environment Communication	Who am I? Where am I heading? What is my world like? What is my responsibility to my world? How do I communicate within my world?	Alaska Careers Current Affairs Self and Society World Geography	Skills in locating and gathering information Skills in problem solving and critical thinking A) Analyzing and evaluating information B) Organizing ideas C) Reaching a constructive conclusion D) Formulating questionss

GRADE 7 CONCEPTS

SELF	CULTURE	ENVIRONMENT	COMMUNICATION
A. Understanding self	A. Differences	A. Habitat	A. Individual
B. Relationship to others	B. Likenesses	B. Ecology	B. Societal
C. Self image	C. Change	C. Natural resources	C. Mass
D. Values	D. Interdependence	D. Climatic conditions	D. Modes of communication
E. Interdependence	E. Ethnic groups	E. Changes by human actions	
F. Modes of behavior	F. Brotherhood of man		
G. Future goals			
H. Dignity of work			
I. Character			
J. Respect			

SKILLS: GRADE 7

SKILLS IN LOCATING AND GATHERING INFORMATION	SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING	SPECIFIC MAP AND GLOBE SKILLS
Using newspaper and current magazines	Learning how to disagree	Listening intently	Orienting the globe
Making outlines	Recognizing point of view	Interpreting pictures	Orienting one's direction
Using encyclopedia		Interpreting graphs and tables	Learning to make maps
Using atlas and world almanac		A) Analyzing and evaluating	Devising symbols for maps and globes
Using picture and clipping file		Differentiating fact from opinion	Using flat maps
Using Reader's Guide		B) Organizing ideas	Learning names of cardinal directions
Using card catalog		Following directions	Becoming familiar with map symbols
		Placing ideas in order	Interpreting map symbols
		Using technical terms	Interpreting product maps
		C) Reaching constructive conclusions	Locating places on maps and globes
		Seeing cause and effect relationships	Tracing routes
		Suggesting solutions	Interpreting political maps
		Thinking positively	Interpreting topographic features
		D) Formulating questions which call for various types of thinking	Interpreting scale of miles
		Recall or recognition	Interpreting road maps
		Putting communication into a new form or new language	Using parallels and meridians
		Evaluation	Interpreting weather maps
		Interpretation	Transposing degree of latitude into miles
			Transposing degree of longitude into time
			Interpreting polar projections

CONCEPT: Self Grade 7

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should be able to show respect for others by taking his turn in classroom discussions. 2. The student should be able to list 5 feelings he might have during a typical day. 3. The student should be able to describe his relationship with 4 other people in his life. 4. The student should be able to write 4 positive characteristics about himself. 5. The student should be able to define 3 values he feels are important. 6. The student should be able to discuss 10 ways he may help others in a classroom. 7. The student should be able to observe and analyze hall behavior. 8. Having selected a goal, the student will determine the feasibility for himself. 9. The student will complete a task of which he can be proud. 10. The student should be able to select and write about one member of a minority group who shows strength of character.	Alaska Careers Cureent Affairs Self and Society World Geography	1. Participating in small and large group discussions 2. Making maps 3. Creating individual projects 4. Cooperating on projects 5. Observing home, school and community 6. Defining terms 7. Writing reports 8. Playing roles 9. Reading 10. Evaluating A-V materials 11. Listening to speakers 12. Interpreting pictures 13. Interpreting non-verbal language	1. A-V materials 2. Pamphlets 3. Wall maps 4. Text books 5. Resource speakers 6. Multi-media kits 7. Simulations 8. Field trips 9. Vertical file 10. Card catalog 11. Periodicals 12. Atlases 13. Video tapes

CONCEPT: Communications Grade 7

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should listen and be able to answer several questions concerning what he heard. 2. The student should plan a debate using several forms of propaganda to present a point. 3. The student should list 3 kinds of communication other than oral. 4. The student should design some tool of communication such as a newspaper, magazine, etc. 5. The student should describe several ways groups of people communicate with other groups of people. 6. The student should analyze in writing the effects of one particular commercial on himself. 7. The student should be able to write an essay on one mode of communication, describing it, giving a brief history of it, etc. 8. The student should list 3 ways a government communicates with another government.	Self and Society Careers Current Affairs Alaska World Geography	1. Evaluate what was retained 2. Investigate newspapers and magazines available in library 3. Have librarian conduct a tour of library 4. Play roles 5. Pantomine 6. Make commercials and video-tape them 7. Make tapes and listen to them 8. Visit the local newspaper 9. Study kinds of propaganda 10. Make propaganda posters 11. Have a discussion on ambassadors and the role of an embassy 12. Visit local radio and T.V. stations	1. Field trips 2. Newspapers 3. Magazines 4. Library - Librarian 5. Guest speakers 1) Foreign government officials 2) Media technicians 3) News casters and D.J.'s 6. Reports on propaganda techniques 7. Video-tape 8. Readings in the history of communication 9. Simulations such as: LIFE CAREER, GENERATION GAP

CONCEPT: Environment Grade 7

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should be able to list 3 natural resources which are becoming scarce in the U.S. 2. The student should be able to identify several possible sources of pollution from a picture of an industrial site. 3. The student should be able to write a comparison of how men in differing cultures utilize their habitats. 4. The student should define 4 of the major climate types. 5. The student should be able to compile a list of how man has changed the environment of an area of Alaska 6. The student should be able to discuss 3 ways the federal government has helped in fighting pollution 7. The student should describe how industry has contributed to air pollution 8. The student should list 5 types of land formations 9. The student should be able to fill in a map using a list of specific items to be put on the map 10. The student should be able to discuss various ways man has attempted to return lands to their natural states.	Alaska Careers Current Affairs Self and Society World Geography	1. Study of climate maps using transparencies to show climate locations 2. Group discussions of pollution sites 3. Study of several cultures, specifically their homes and communities 4. Map making 5. Charting points by latitude and longitude 6. Field trip to a local pollution site 7. Field trip to local industrial site 8. Speakers from local agencies who deal with environmental control 9. Exchange information with a city of another culture 10. Small group projects making raised maps of land formations 11. Interpreting maps	1. Local speakers 2. Maps, globes, pictures 3. Texts such as: **Our World and Its People** **Scholastic multi-texts** Unit books on a country 4. Day old local newspapers 5. Field trips 6. Library materials 7. Simulations such as: **Dirty Water** **Balance** **Community Disaster** **Smog**

SEVENTH GRADE BOOK LIST

GEOGRAPHY

1. Day-old local newspapers.
2. "You and Your World" newsmagazine (weekly)
3. Student atlas - Hammond Physical and Political or Junior Scholastic. Class set for each teacher.
4. OUR WORLD AND ITS PEOPLES, Allyn & Bacon - class set until a better text is found.
5. Map and Globe Skill: Kit - SRA
6. Each room should be supplied with up-to-date globes and wall maps. Denoyer-Geppert, Rand-McNally are good.
7. Scholastic multi-texts are good but slightly advanced for 7th grade.

ALASKA

1. ALASKA, PAST AND PRESENT - Hulley, $6.00.
2. "SOURCE BOOK ON ALASKA", Alaska Department of Education.
3. "NATURAL RESOURCES OF ALASKA", U.S. Department of Interior, Superintendent of Documents, Government Printing Office, Washington D.C. 20402 65 cents.
4. EYES TOWARD ICEBERGIA - class sets, A.M.U. $1.50.
5. ALASKA AND HAWAII, Life Geography Series - one class set per school.
6. TIMELINE OF ALASKA HISTORY, Alaska Department of Education.
7. Map of Alaska - Geologic Survey, 3 ft. x 4 ft. - one for each room. Available downtown.
8. THE FUTURE OF ALASKA - Kownslar
9. ALASKA SPEAKS, Film, $210.00 - Holt.

Filmstrips - Records

1. Guidance Associates, Pleasantville, N.Y. 10570
   a. D-174 Developing Your Study Skills
      2 parts - $35.00
   b. D-216U High School Course Selection and Your Career
      2 parts - $35.00
   c. D-183 Getting and Keeping Your First Job
      2 parts - $35.00
   d. D-186 Jobs for High School Students
      2 parts - $35.00
   e. D-188 Preparing for the World of Work
      2 parts - $35.00
   f. D-213 Preparing for the Jobs of the 70's
      2 parts - $35.00
   g. D-219 Choosing Your Career
      2 parts - $35.00
   h. D-220 What You Should Know Before You Go To Work
      2 parts - $35.00
   i. D-180 Values for Teenagers
      2 parts - $35.00
   j. D-189 Think of Others First
      2 parts - $35.00
   k. D-192 Failure: A Step Towards Growth
      $35.00
   l. D-195 I Never Looked At It That Way Before
      2 parts - $35.00
   m. D-222 Four Who Quit
      2 parts - $35.00

Booklet

2. Images of People, Allyn & Bacon, one set of ten and guide.
   (SRSS) - $6.36

Booklet

3. Small Group Processes, Allyn & Bacon, one set of 30 plus guide.
   (SRSS)

Films

1. Occupations and Opportunities
2. Choosing Your Occupation — Guidance Associates
3. Planning Your Career — Pleasantville, N.Y.
4. Seven for Susie (Career - Social Work - Physical Therapy - Special Education - Speech Pathologist, etc.)

Filmstrips

1. What You Should Know Before You Go To Work
2. In a Medical Lab
3. Career: Medical Technologist
4. Career: Art Careers in Advertising No. 402
   Education Dimensions Corp.
   Great Neck, New York
5. Writing Career in Advertising No. 406
   (A career as a copywriter) same address as in 4.
6. A New Look at Home Economic Careers
7. Your Future in Elementary Teaching

Others

1. Dictionary of Occupations Titles
   1965 Edition & 1966 Supplementary Edition
   U.S. Printing Office
   Washington, D.C.

2. Career Briefs
   Largo, Fla.
   (More information available from school counselor)

3. Department of Labor
   State Department - Juneau, Alaska
   Federal - Washington, D.C.

4. Occupational Outlook Handbook
   U.S. Printing Office
   Washington, D.C.
   1970-71 Edition

Simulations

1. Consumer, Gene Chapin,
   Western Publishing Co. Inc.
   3295 Dias Drive
   San Jose, California 95122 — $30.00

2. Star Power
   Western Behavioral Sciences, Simile II
   P.O. Box 1023,
   La Jolla, California 92037 — $3.00

3. Balance
   Interact, Inc.
   P.O. Box 262
   Lakeside, California — $10.00

4. Dirty Water
   Educational Products Division
   P.O. Box 4762
   Clinton, Indiana 52732 — $6.50
   Plus Postage — .50
   $7.00

5. Economics System
   Western Publishing Co.
   3295 Dias Drive
   San Jose, California 95122 — $25.00

6. Life Career
   Western Publishing Co.
   (See No. 5) — $35.00

7. Smog
   (See No. 4) — $10.00

Also, for social studies teachers, a school subscription to
Journal of Geography
National Council for Geographic Education
Rm. 1226, 111 West Washington Street
Chicago, Illinois 60602 (Yearly) — $12.00

GRADE 8

FRAMEWORK

CONCEPTS

SKILLS

UNIT PLANNING SHEETS

BOOKLISTS

FRAMEWORK: Grade 8

CONCEPTS	QUESTIONS	TOOLS	SKILLS *
Change Conflict Communication Self Rights Institutions	What is my responsibility to my country? What are my rights as an individual? How did we come to be and remain a stable democracy? How have divergent peoples been assimilated into an American culture? How have institutions been developed by American culture? What role have change and conflict played in American development? What role does communication play in maintaining a democracy?	Constitution Current Events Ethnic Studies Law and the Teenager U.S. Culture U.S. History	Skills in locating and gathering information Skills in problem solving and critical thinking A) Analyzing and evaluating information B) Organizing ideas C) Reaching a constructive conclusion D) Formulating questions which call for various types of thinking Skills in dealing with time and spatial relationships Skills in interpersonal relationships and group participation * See pages 12-13 for further explanation of skills

CONCEPTS: Grade 8

CHANGE	CONFLICT	COMMUNICATION	SELF
A. Political	A. War	A. Individual	A. Understanding
B. Industrial	B. Foreign conflict	B. Societal	B. Relationship to others
C. Compromise	C. Civil conflict	C. Modes of Communication	C. Self image
D. Immigration	D. Sectional	D. Propaganda	D. Honor
E. Expansion	E. Ecological	E. Persuasion	E. Interdependence
F. Frontiers	F. Extremism		F. Modes of behavior
G. Urbanization	G. Interracial conflicts		G. Honesty and plain dealing
	H. Brotherhood of man		H. Values
			I. Respect

RIGHTS	INSTITUTIONS
A. Civil	A. Democracy
B. Legal	B. Government
C. Individual	C. Religions
D. Community	D. Constitution
E. Responsibilities	E. Family
F. Freedom	F. Economy
	G. Law
	H. Tradition

SKILLS: GRADE 8 **(Same as Grade 7 with the following additions)**

SKILLS IN LOCATING AND GATHERING INFORMATION	SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING	TIME AND SPATIAL RELATIONSHIP SKILLS
Locating magazines and periodicals Taking notes Utilizing Community resources	Giving constructive criticism Inviting people Suggesting means of group evaluation Following parliamentary procedure Developing debate skills Developing discussion skills	Re-reading for clarification A) Checking with other sources Identifying sources Pointing out false ideas Detecting evidence of propaganda B) Describing important people and events Placing events in sequence Using outlines C) Seeing rights as a majority rule principle Discovering compromise that enables progress without infringing on basic rights and institutions	Relating events to personal experiences Placing related events in chronological order

CONCEPT: Rights Grade 8

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. After a brief study of the **Bill of Rights**, the student will discuss why it was written. 2. The student will discuss the differences between license and freedom. 3. The student will be able to list his legal rights as a teenager. 4. After studying the Civil Rights Movement, the student will analyze its effectiveness. 5. The student will construct a community BILL OF RIGHTS keeping in mind the responsibilities accompanying those rights. 6. After constructing the above, the student should list his responsibilities to that community to insure others of their rights. 7. The student should discuss the rights of property owners comparing them with those people who don't own property. 8. After studying various controversial supreme court cases, the student should decide whether the rights of the group involved were protected. 9. The student should analyze the role riots play in denying individuals their rights. 10. The student should analyze the plea of youth for protection of their rights. 11. The student should discuss the meaning of **inalienable rights.**	A. Constitution B. Current Events C. Ethnic studies D. Law and the teenager F. U.S. Culture G. U.S. History	1. Field trip to district court 2. Debate on civil rights riots 3. Panel discussion on youth protest 4. Guest speaker from NAACP 5. Simulations 6. Role-playing in which a person infringes on others' rights while trying to reach a goal for himself 7. In depth study of the Bill of Rights and the entire Constitution 8. Guest speaker - lawyer discussing the rights of youth	**Rights of the Accused** - AEP Pamphlets **The Politics and Anti-Politics of The Youth** - Brown **The Constitution of U.S.** U.S. History Texts **Black Rage** - Price M. Cobbs **The Man** - James Baldwin **Discrimination USA** - Javits **Heritage of Liberty** - Barth **Legal Guide to Alaska Youth Cases and Controversy** - AEP Pamphlets **The Lawsuit** - AEP Pamphlet **The Juvenile Court Comes of Age** - PAP **The Delinquent and the Law** - PAP **Equal Justice For the Poor Man** - PAP **Rights of the Accused** - PAP Simulations 1) Allegiance 2) Star Power 3) Division 4) Parent-Child 5) Sunshine A-V materials from IMC Guest speakers

CONCEPT: Change Grade 8

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should describe in writing, the reaction colonists had to the Stamp Act.	A. U.S. History	1. Map exercises on expanding U.S. frontier	1. U.S. History texts
2. The student should be able to discuss the effects the Irish migrations to the U.S. had on American society.	B. U.S. Culture	2. Simulations	2. Simulations: a. Pacific Express b. Portsville c. Napoli d. Plains f. A simulation of American Government g. Allegiance h. Manchester i. Farming
3. The student should analyze the reasons why quotas are placed on immigration to the U.S.	C. Law and the Teenager	3. Panel discussion of fads vs. fashions	
4. The student should discuss 3 ways change took place by compromise in U.S. History.	D. Ethnic Studies	4. In depth study of immigration quotas	
5. The student should compare the results of change by force and the results of change by peaceful acceptance.	E. Current Events	5. Discuss causes leading to the revolt by English colonists in America in 1775	
6. The student should be able to recognize the difference between fads and actual changes in his culture.	F. Constitution	6. Discuss some of the "great compromises" in U.S. History.	
7. On a map, the student should be able to follow the boundary changes of the U.S. during the period 1800 - 1850.	STRATEGIES	7. Role playing in which compromise must solve a problem	
8. The student should be able to discuss the changes of attitude toward slavery from 1800 - 1850.		8. Reading novels about families moving to the city from the farm	
9. The student should trace the changes in family structure following the industrial revolution.		9. Reading novels about pioneers moving west	
10. The student should be able to discuss the changes in attitude toward war in the 1940's and the 1970's.		10. Building models of a "company" store and community during the industrial revolution	
11. The student should list 3 ways in which the family changes after moving to a large city from a farm.		11. Writing stories on "the thoughts of a slave on freedom"	3. A-V materials from IMC and On-Base film library 4. **Up From Slavery** - B.T. Washington 5. **A Lantern in Her Hand** - Bess Streeter Aldrich 6. **The Immigrants' Experience** - AEP Pamphlet 7. **A Stillness at Appomatox** - Bruce Catton

CONCEPT: Conflict Grade 8

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. Given a brief selection of readings, student will be able to discuss the reasons why men fight. 2. After an examination of the U.S. Revolution and the Opium War, student will be able to discuss causes of revolution. 3. After a comparison of the U.S. Civil War and the Spanish Civil War, students will be able to discuss causes of civil war. 4. After brief study of World War I and World War II, student will be able to discuss some of the causes of global conflict. 5. Following the newspaper account of a recent riot, student will be able to explain some of the causes of civil conflict. 6. After the preceding study of conflicts resulting from various causes, student will be able to offer alternatives to war as a means of settling differences.	U.S. History Current Events U.S. Culture Ethnic Studies	1. Use pictures of apparent conflict in various settings (such as playground, home, battlefield), ask: a. "What's going on?" b. "What might have caused it?" c."What do you think will happen next?" 2. Role play a situation in which conflict is inevitable. Discuss what happened and why. 3. Use simulation games such as "War or Peace?" 4. Use music and poetry to see how man has expressed expressed feelings toward war.	1. All the U.S. History texts available 2. Films from both the AV Center and from the On-Base film library. 3. Konrad Lorenz's **On Aggression** 4. Thoreau's **"On Civil Disobedience"** 5. Ray Bradbury's **"There Will Come Soft Rain . . ."**

EIGHTH GRADE BOOK LIST

TEXTBOOKS

1. THIS IS AMERICA'S STORY - Houghton Mifflin (average hard)
2. HISTORY OF OUR UNITED STATES - Laidlaw (easy)
3. THE AMERICANS - Holt, Rinehart & Winston (easy)
4. THE STORY OF AMERICA - Laidlaw (average)
5. THE CHALLENGE OF AMERICA - Holt, Rinehart & Winston (average)
6. THE FREE AND THE BRAVE - Rand McNally & Co. (hard or easy!)
7. DISCOVERING AMERICAN HISTORY - Holt, Rinehart & Winston (hard)

SUPPLEMENTARY BOOKS

1. SELECTED CASE STUDIES IN AMERICAN HISTORY, Vol. I & II, Allyn & Bacon
2. AMERICAN ADVENTURES - Scholastic Book Services
3. AMERICAN EDUCATION PUBLICATIONS SERIES
   a. AEP Harvard Public Issues Series (difficult reading)
      1. The American Revolution (9-12)
      2. The Railroad Era
      3. The Civil War
      4. Jacksonian Democracy
      5. Negro Views of America

   b. AEP Social Studies Unit Books
      1. Our Presidents and Their Times (7-9)
      2. Dissent & Protest (7-12)
      3. Liberty Under the Law (7-12)
      4. Status: Achievement in Social Values (9-12)
      5. American Indians Today (7-12)
      6. Blacks in America (7-12)
      7. U.S. Political Parties (7-12)
4. LIFE SERIES - Silver Burdett
5. OUR CONSTITUTION AND WHAT IT MEANS - Kottemeyer
6. AMERICAN HISTORY ATLAS - Denoyer Geppert
7. YOU AND YOUR WORLD
8. VIEWPOINTS ON AMERICAN HISTORY - Random House, Inc.
9. AMERICAN HERITAGE - SHORT HISTORY OF THE CIVIL WAR - B. Cotton
10. A NEW HISTORY OF THE U.S. - Holt, Rinehart & Winston
    (Teacher and student copies)
11. THE CONSTITUTION OF THE U.S. OF AMERICA - House Document N. 124

PAPER BACKS

1. LONG BLACK SCHOONER - Scholastic
2. RADAR COMMANDO - Scholastic
3. JOHNNY TEXAS - Modern Curriculum Press
4. SINK THE BISMARK - Bantam
5. ACROSS 5 APRILS - Grosset-Dunlap Pub.
6. I AM FIFTEEN - Scholastic
7. ANNE FRANK - Perfection Form
8. A LANTERN IN HER HAND - Scholastic
9. RED BADGE OF COURAGE - Crane
10. HOT ROD
11. JOHNNY TREMAIN - Dell
12. LIGHT IN THE FOREST

GAMES, MAGAZINES, NEWSPAPERS, OTHER

1. American History Games - Science Research Associates
2. National Observer
3. Current Events
4. Daily News
5. Anchorage Times
6. You and Your World - Student Newspaper - AEP
7. Records
   a. Old Hate-New Hope, Vol. 2, American Adventures Program
   b. Between Two Wars, Vol. 3, American Adventures Program
8. Sound-filmstrip sets
   a. Guidance Associates
      1. Folk Songs in American History
      2. Great Depression
   b. Warren Schloat
      1. American Indian: A Despised People
      2. Out of the Mainstream
      3. Immigrants
      4. Minorities Have Made America Great
   c. See A-V Catalog from IMC
9. Simulations
   a. Pacific Express - Dr. R.L. Meler
   b. Division - Interact
   c. 1787: A Simulation of the Constitutional Convention - Olcott Forward
   d. Disunia - Interact
   e. Democracy - Academic Games Associates
   f. Napoli - Simile II

GRADE 9

FRAMEWORK

CONCEPTS

SKILLS

UNIT PLANNING SHEETS

BOOKLISTS

FRAMEWORK: Grade 9

CONCEPTS	QUESTIONS	TOOLS	SKILLS *
Self Culture Racial Conflict World Population Power Institutions	How do various cultures view the universe and attempt to solve their problems? What happens when cultures come in contact? How does a culture's value system affect the individual?	Anthropology Economics Geography History Political Science Sociology	Skills in locating and gathering information Skills in problem solving and critical thinking A) Analyzing and evaluating information B) Organizing ideas C) Reaching a constructive conclusion D) Formulating questions which call for various types of thinking Skills in dealing with time and spatial relationship Skills in interpersonal relationships and group participation * See pages 12-14 for a further explanation of skills.

CONCEPTS: Grade 9

SELF	CULTURE	RACIAL CONFLICT	POWER
A. Understanding self	A. Differences	A. World conflict	A. Containment
B. Relationship to others	B. Likenesses	B. Domestic conflict	B. Cooperation
C. Self image and character	C. Change	C. Brotherhood of man	C. Conflict
D. Modes of behavior	D. Global interdependence		
E. Modes of communication	E. Cultural groups		
F. Future goals			
G. Adolescent problems			
H. Respect			
I. Values			
J. Standards			

WORLD POPULATION	INSTITUTIONS
A. Population control	A. Political systems
B. Food and famine	B. Economic systems
C. Habitable space	C. Religious systems
D. Standard of living	D. Philosophical systems
E. Distribution of resources	E. Technological systems

SKILLS: Grade 9 **(Same as Grades 7 and 8 with the following additions:)**

SKILLS IN LOCATING AND GATHERING INFORMATION	SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING	TIME AND SPATIAL RELATIONSHIP SKILLS
Interviewing techniques Sharpen research skills Correspondence research	Defending a report Analysis of behavior	A) Evaluating propaganda techniques B) Critiquing C) Skimming and summarizing materials D) Applying processes or generalizations previously used Analysis Synthesis - Putting ideas together in a new pattern Paraphrasing	Relating strategic locations to world politics Relating economic factors to world politics Interpreting demographic information

CONCEPT: Power Grade 9

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should be able to discuss the roles of the United States and the Soviet Union in the Cold War 2. The student should be able to discuss the effectiveness of the United Nations as a world organization 3. The student should be able to discuss the effectiveness of the League of Nations 4. The student should analyze the practice of containment various world leaders are involved in at this time 5. The student should be able to trace the causes which lead to W.W. II arising from the Treaty of Versailles 6. The student should be able to identify several forms of power exemplified by extremist regimes since W.W. II 7. The student should be able to discuss means by which a nation exerts her power other than armed aggression 8. The student should analyze the problems arising from the U.S.'s position as a world power 9. The student should describe the use of power on a more personal level, listing 5 ways he has power over others 10. The student should analyze the feelings accompanying power, and why some people crave power	Anthropology Ecology Economics History Geography Political Science Psychology Sociology	1. Have the class play several simulations in which the students occupy positions of power 2. Study the history of the League of Nations 3. Indepth study of the United Nations 4. Students form a mock U.N. 5. Study of the Treaty of Versailles 6. Study of Nazism, Fascism, Totalitarianism 7. Panel discussion on the Cold War 8. Indepth study of the Indo China War 9. Study of the Soviet Satelite System 10. Current Events notebook using newspaper clippings 11. Guest speaker from a counseling and guidance service 12. Debate on the proper uses of power	1. Simulations a. Star power b. War and Peace c. Firefight d. Divtag II e. Metro f. Votes g. Simsoc h. Ins i. Simulation of International Relations j. Crisis k. Point Roberts l. Mythia m. Reconstruction 2. Books such as: 1. **American Foreign Policy Today** - T. Wanamaker 2. **A Nation of Sheep** - Lederer 3. **The Cold War** - Winks 4. **Congress: Power and Purpose on Capital Hill** - Lahr & Theis 5. **Das Kapital** - Marx 6. **The Dictators** - Jules Archer 7. **Extremism U.S.A.** - John Carpenter 8. **The Fearful Master: A Second Look at the U.N.** - G.E. Griffin 9. **The Politics of Escalation in Vietnam** - Schurmann 10. **The Presidency: Office of Power** 11. **Quotations From Chairman Mao Tse Tung** 12. **Time Capsule, 1940, 1945, 1956, 1960**

CONCEPT: World Population Grade 9

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student should be able to discuss the importance of population control in under-developed countries	Anthropology	1. Group discussions	1. A-V materials
2. The student should be able to compare land usage in the U.S. with land usage in Japan	Ecology	2. Readings of various government efforts to control population	2. Guest speakers
3. The student should graph the caloric intake of 5 individuals from 5 different countries pointing out the discrepancies	Economics	3. Study of community observations of people utilizing goods and services	3. Paperbacks dealing with population such as: a. **Population Bomb** b. **Science and Survival** c. **Famine Nineteen Seventy-five** d. **The Hungry Planet** e. **The Population Dilemma** f. **Population and People**
4. The student should be able to compare the standard of living of middle class Americans with that of the lower class Americans	Geography	4. Readings in newspapers and magazines	4. Texts such as: **Our Changing World**
5. The student should be able to express his feelings in writing about legal limitations of family size	History	5. Study of birth and death rate charts	5. Government pamphlets
6. The student should compile a list of countries suffering from food shortage	Political Science	6. Speakers from health dept.	6. Information from other countries on what they are doing on population control
7. The student should compare the utilization of goods and services of individuals of various societies	Sociology	7. Posters on world population	7. Community surveys of opinions on population control and growth
8. The student should be able to point out any philosophical or religious beliefs affecting population control		8. Study Thomas Malthus theories	8. Maps on distribution of resources
9. The student should be able to discuss various Eastern concepts of the worth of individual lives		9. Study of Richard Eurlich theories	9. Charts on food production of various countries
10. The student should be able to chart world population growth in the last ten years		10. Study of other demographic theories	
		11. Indepth study of India, Japan, China	
		12. Indepth study of the various classes in American society	
		13. Chart and graph making	
		14. Panel discussions	
		15. Debates	

CONCEPT: Culture Grade 9

BEHAVIORAL OBJECTIVES	TOOLS	STRATEGIES	MATERIALS
1. The student will construct an imaginary culture using a set of artifacts from that culture 2. The student should list 3 changes in a culture which has recently come into contact with the U.S. 3. The student should give an oral report demonstrating how one country depends upon another one 4. The student should be able to analyze the idea of global interdependence and show how this has increased with the advent of the jet age 5. The student should be able to discuss 3 characteristics which are unique to Western culture 6. The student should list any cultural traits that seem to be universal 7. The student should be able to analyze the similarities of hunting and gathering cultures of Africa 8. The student should be able to write a definition of diffusion 9. The student should be able to locate on a map 3 areas in which parallel inventions have taken place 10. The student should be able to identify 10 subcultures within Western Culture. 11. The student should analyze his concept of death in light of other cultures and their concepts.	Anthropology Sociology Economics Geography History Political Science Ecology	1. Studies of ethrographics of various cultures 2. Map exercises charting the diffusion of a cultural trait 3. Movies showing daily life of various cultures 4. Reading newspaper and magazine accounts of latest anthropological studies 5. Class discussions about Western culture 6. Sister-city studies 7. Small group projects constructing imaginary cultures. (This can be done on an individual basis in writing as a means of evaluation) 8. Field trip to local museum to study local native culture 9. Plays about other cultures 10. Study of English development of Australia 11. Study of various groups of American Indians and their "adjustment" 12. Indepth study of hunting and gathering cultures of the Bushmen.	1. Movies: a. Children of Other Lands b. IMC Catalog 2. Local newspapers 3. Magazines 4. Ethnographics 5. Simulations a. Dig b. The Sumerian Game c. Adventuring d. Atlantis e. Lost on The Moon f. Githaka g. Sunshine h. Caribou Hunting i. Seal Hunting 6. Texts such as: Our Changing World 7. World Regional Studies

NINTH GRADE BOOK LIST

CLASSROOM TEXTS

1. OUR CHANGING WORLD - Laidlaw
   (text, workbook, teacher's manual)
2. SOVIET UNION: CULTURE AREA IN PERSPECTIVE - Stavrianos
3. CHINA: CULTURE AREA IN PERSPECTIVE - Stavrianos
4. SUB-SAHARA AFRICA: CULTURE AREA IN PERSPECTIVE - Stavrianos
5. INDIA: CULTURE AREA IN PERSPECTIVE - Stavrianos
6. Scholastic Multitexts - use as reference only

SUPPLEMENTARY BOOKS

1. WORLD REGIONAL STUDIES - Houghton-Mifflin
   (see their catalog)
2. THE OXFAM SERIES: CASE STUDIES OF DEVELOPING NATIONS
3. AEP/HARVARD PUBLIC ISSUES SERIES (9-12)
   a. Limits of War (9-12)
   b. Revolution and World Politics (9-12)
   c. Status (9-12)
   d. Diplomacy & International Law (9-12)
   e. Taking a Stand: Discussion Guide (9-12)
   f. Religious Freedom (9-12)
   g. Municipal Politics (9-12)
   h. Rights of the Accused (9-12)
   i. The Lawsuit (9-12)
   j. Community Change (9-12)
   k. Colonial Africa (9-12)
   l. Communist China (9-12)
   m. Nazi Germany (9-12)
   n. 20th Century Russia (9-12)
   o. Race and Education (9-12)
   p. Organizations Among Nations (9-12)
   q. Population Control (9-12)
   r. Privacy (9-12)
4. AREA STUDIES/AEP
   a. Africa: Emerging Nations (7-12)
   b. Changing Latin America (7-12)
   c. Southeast Asia (7-12)
   d. China: Troubled Asian Giant (7-12)
   e. India and Pakistan -12)
   f. The Middle East (7-12)
   g. Japan (7-12)
   h. The Soviet Union (7-12)
   i. Eastern Europe (7-12)
5. SOCIAL STUDIES UNIT BOOKS/AEP
   a. Black in America (7-12)
   b. Know About Drugs (7-12)
   c. Our Polluted World (7-12)
   d. Civilizations of Africa (7-12)
   e. Courts and the Law (7-12)

6. LEGAL GUIDE FOR ALASKA YOUTH
7. THE NEGRO CRISIS (tape, student & teacher manuals)
8. UNITED NATIONS HANDBOOK
9. UPDATING LIFE AND DEATH - Donald R. Cutler
10. AN ATLAS OF AFRICAN AFFAIRS - Boyd & Renshurg
11. AN ATLAS OF EUROPEAN AFFAIRS - Kingsburg & Pounds
12. AN ATLAS OF LATIN AMERICAN AFFAIRS - Kingsburg & Pounds
13. AN ATLAS OF MIDDLE EASTERN AFFAIRS - Kingsburg & Pounds
14. AN ATLAS OF WORLD AFFAIRS - Andrew Boyd
15. WORLD ALMANAC
16. ABOUT MENTAL HEALTH (pamphlet)
17. Time Educational Program

Sound Filmstrips

1. Growing Up Black - Warren Schloat
2. Exploding the Myths of Prejudice - Warren Schloat
3. African Art and Culture - Warren Schloat
4. See A-V Catalog, IMC

Teacher Reference Books

1. Fybate Lecture Notes - Social Studies School Services
2. The New Social Studies - Holt
3. The World Civilizations Book List, Vol. 41 - NCSS, 1968
4. American Foreign Policy Today - T. Wanamaker
5. A Nation of Sheep - Lederer
6. At Your Own Risk - Holt Impact Series
7. Cities - Holt Impact Series
8. Conflict - Holt Impact Series
9. Larger Than Life - Holt Impact Series
10. Social Studies: Myths & Realities - Search

Other

1. Simulations
   a. Crisis
   b. Starpower
   c. Sitte — Social Studies School Services
   d. Confrontation
   e. Ghetto
   f. Plans
   g. War and Peace
   h. Propaganda Game - WFF 'n Proof
   i. Community Disaster - Academic Games Associates
   j. Generation Gap
   k. Sunshine - Interact
   l. Blacks & Whites - Psychology Today
   m. Dig - Interact
   n. Mission - Interact
2. Subscription to National Council of Social Studies
3. Art and Man
4. Natural History
5. Scientific American
6. Wall Street Journal
7. Mankind
8. National Observer

SUGGESTED ACTIVITIES FOR THE CLASSROOM

I. Group Activities: (large groups primarily)

1. Plays - published or written by students
2. Mock-trials - Ex: Trial of John Brown
3. Role-playing
4. Simulation of a governing body:
   a. Congress
   b. U.N.
   c. Parliament
5. Group notebooks
6. Charades
7. Simulation of the New York Stock Exchange floor
8. Community or school polls and surveys
9. Mock elections
10. Mock nominating conventions
11. Mock corporations
12. Simulation of a peace conference
13. Mock T.V. commercials
14. From the waste basket - describe a culture
15. Self-government in the classroom
16. Simulations - published:
    a. CRISIS by Simile II
    b. NAPOLI by Simile II
    c. STARPOWER by Simile II (9th grade only)
    d. METROPOLITICS by Simile II (9th grade only)
    e. PACIFIC EXPRESS by Dr. R.L. Meler (8th grade)
    f. WAR AND PEACE
    g. DIVISION by Interact (8th grade)
    h. 1787: A SIMULATION OF THE CONSTITUTIONAL CONVENTION by Olcott Forward
    i. PROPAGANDA GAME by WFF 'N Proof
    j. DISUNIA by Interact

II. Small Group Activities (some of the above will work in small groups as well)

1. Publishing a newspaper
2. Making slides and movies
3. Tapes - interviews, stories, etc.
4. Group notebooks
5. Meals from a certain country
6. Exchanging information with a sister city
7. Debates
8. Panels
9. Create a new world on a deserted island
10. Simulations - published
    a. DEMOCRACY - Academic Games Associates
    b. GHETTO - Academic Games Associates (9th grade)
    c. GENERATION GAP - Academic Games Associates (9th grade)
    d. PROPAGANDA by WFF 'N Proof

III Individual Activities (or involving 2-3 people)

1. Ecology posters
2. Posters on any subject
3. Collages (war, poverty, etc.)
4. Life-sized totem poles
5. Soap carvings (good for Alaska studies)
6. Current events notebook
7. Costumes of a country
8. Pen pals
9. Hobbies, "show and tell"
10. Publicity kits on Alaska
11. Time lines
12. Building models and replicas

13. Scrap books

14. Picture essays

15. Imaginary trips on railroads - description

16. Travel itineraries plotted on maps

17. Enlarging pictures with opaque projector

18. Draw a series of political cartoons

19. Draw future man - justify your picture

20. Model homes of different periods in U.S. history

21. Make graphs and charts

22. Papier-mache models

23. Salt and flour models

24. Wood carvings

25. Chicken wire sculptures

IV. Activities individuals do as teacher directs the class

1. Fill in a blank map of U.S. as you study the sections

2. Student describes himself - have someone else describe him - read the two descriptions

3. Teacher plays a record of a period or country. Student describes the period or country

4. Answer "What if...?" questions
   Ex: What if you woke up black one morning? (or white)

   What if your mouth was located where your naval is?

   What if all the food in the world was condensed into pills?

5. Describe a country from a sample of its money

6. Identify elements of persuasion in T.V. commercials

7. Describe how an invention has changed the world

8. Locate points by latitude and longitude

9. Guest speakers - see

V. IMC Catalog lists:
   1. films
   2. filmstrips
   3. records
   4. tapes
   5. maps
   6. units
   7. artifacts
   8. books available at IMC

VI. Field Trips:

   1. KENI - T.V. and Radio Station
   2. District and traffic courts
   3. Anchorage Times
   4. Art museum
   5. NBA museum
   6. Pollution sites
   7. API

Any other activities you have enjoyed doing in your classroom other teachers would appreciate knowing about so be sure to pass them along. If you tell your department head about them, he can pass then along to other schools.